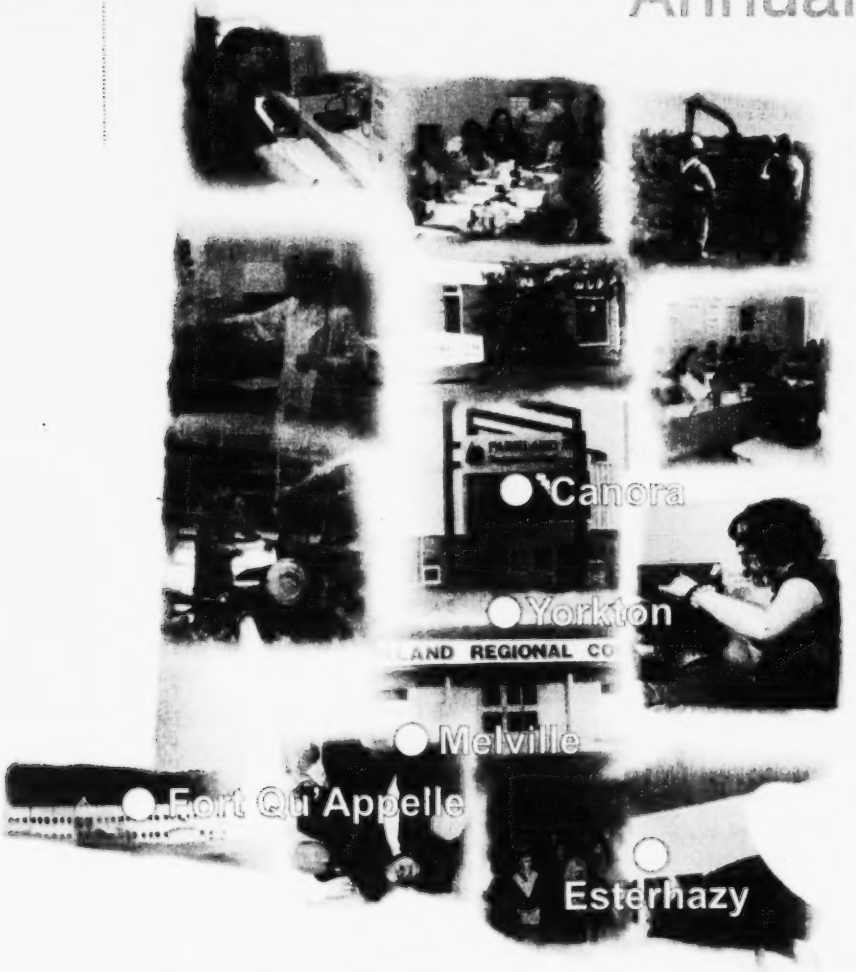
PARKLAND
Regional College

Annual Report



www.parklandcollege.sk.ca

05·06

Regional Colleges

PARKLAND
Regional College

Our Mission

Mission

To provide access to life-long learning opportunities that respond to the needs of our adult population, communities, and organizations adapting to changing environments.

Vision

Parkland Regional College is a proactive rural, educational organization in which the College excels in facilitating learning opportunities for our communities through commitment to our values.

Values

Respect: To model and promote respect within the College and with its partners.

Compassion: To foster an environment where empathy is integral and expressed.

Quality of Education: To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

Financial Accountability: To be accountable for and ensure all resources are concentrated toward outcomes.

Fairness: To provide programs and services that support the labour market and community needs of the region.

Life-long Learning: To provide and encourage opportunities for individual growth and development.

Integrity: To practice integrity in the learning environment and to adhere to high ethical standards.

Leadership: To provide sound leadership and direction in the delivery of adult education and training programs and services in East Central Saskatchewan.

Partnerships: To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

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PARKLAND Regional College

Letter of Transmittal

PARKLAND Regional College

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December 18, 2006

Minister Pat Atkinson
Advanced Education & Employment
Room 322, Legislative Building
Regina, SK
S4S 0B3

Dear Minister Pat Atkinson:

On behalf of the Board of Governors of Parkland Regional College, I have the honour to submit herewith the Annual Report of Parkland Regional College for the year ended June 30, 2006. Duly certified financial statements of Regional College operations are included in accordance with the Regional Colleges Act, 1987.

Respectfully submitted,

Jim Jeske, Chairperson
Board of Governors

The College that Works!

PARKLAND
Regional College

Board Report

The Parkland Regional College Board of Governors held a special meeting in August 2005 to set their goals and plans for the year. These goals guided the Board's agenda and operations.

Goals & Objectives

1. Continuation of College 5-year (2002-2007) Strategic Plan.
   Outcome:
   - Approval of Trimester reviews/Business Plan.

2. Remain fully informed about developments in the implementation of Advanced Education and Employment Strategic Plan and about other government policies and Ministerial or Cabinet directions that have implications for the decision, the plans and style of operation of the Board of Governors of Parkland Regional College.
   Outcomes:
   - Link College strategic planning to Advanced Education and Employment sector planning.
   - Approval of 2002-2007 Parkland Regional College Strategic Plan within College Business Plan.
   Outcomes:
   - Work closely with Management Team on consultation and recommendations for the new Regional Colleges' Review Agenda Item: Information on progress and recommendations.
   - Actively support Basic Education on Training System Review.

3. Develop items of support and assistance for Board direction.
   Outcome:
   - Board calendar, Board monthly agendas, reports, Board Orientation and Handbook, Board Recruitment Strategy, Board Technology Plan.

4 Remain informed on provincial developments related to collective bargaining and class plan developments.
   Outcome:
   - Board agenda items Discussion on implications for Parkland Regional College.
   - Motions of approval and ratification when required.

5. Review and revise policies currently in the Parkland Regional College Policy Manual.
   Outcomes:
   - Agenda item Policy development and review where required.
   - Comprehensive review every three year 2004/05 - 2007/08.

6. Work closely with other Regional colleges through the Association of Saskatchewan Regional Colleges (ASRC).
   Outcomes:
   - Board Chair attend ASRC meetings.
   - Board agenda item.
   - Board attend Governor Development Workshop.

7. Facilities College Campuses in Yorkton, Fort Qu'Appelle, Melville, Canora, Esterhazy.
   Outcomes:
   - Board attend Canora Grand Opening Education Week.
   - Facilities: Melville and For Qu'Appelle lease renewal approval.
   - Esterhazy mechanical upgrade report.
   - Board meetings moved around throughout the region.

8. Be informed on technological advances.
   Outcomes:
   - Month-end reports in Board agenda.

9. Advocate to Government on behalf of College.
   Outcomes:
   - Maintain communication links such as report from Chair on Chair/Minister's meetings.
   - Minister attending Board meeting.
   - Governor Development Workshop questions and promotion of College to Minister/officials.
   - Attend Premier's Dinner November 23, 2005

10. Support and work towards rural revitalization.
    Outcomes:
    - Support CEO as member of ACRE (Action Committee on the Rural Economy).
    - Attend meetings on rural issues affecting College (e.g. ACRE)
    - Needs Assessment approval.

PARKLAND Regional College

Board Report

11. Board luncheons/meetings with stakeholders to support Advocacy campaign with a regional focus. Focus on discussion questions:
    Aboriginal/First Nations, MLA's, MP's, Health Boards, School Divisions, REDA,Civic leaders, CBO's- SIGN, Sask. Abilities, Rural Municipalities.
    Outcome:
    - One event a year (may be similar to Training Review).

12. Financial support of College staff and students.
    Outcomes:
    - Staff Recognition Event.
    - Staff/Board presentations for illness, bereavement.
    - Staff/Board Christmas Social.
    - Board of Governors student scholarship - $75.00 deducted from September per diem.
    - Professional development.
    - Board/Staff Workshop.
    - Graduation.

13. Financial accountability.
    Outcome:
    - Approve audit.

14. Fundraising
    - Support College fundraising activities for student scholarships.

The Parkland Regional College Board of Directors carried on many of their regular duties throughout the year as well. These included approval of the monthly financial statements and employment contracts, approval of the Trimester reports presented by management, review of the Regional College's Act and Regulations, Board self-evaluation, CEO evaluation, approval of the Audited Financial Statements, Business Plan, Needs Assessment and Annual Report and approval of high cost technology purchases.

The Audit Finance Sub-Committee is responsible for working closely with management throughout the yearly auditing process and to recommend to the full Board approval of the annual Audited Financial Statements.

Members of the Board attended the Saskatchewan Chamber of Commerce Action Saskatchewan Gathering, Association of Saskatchewan Regional Colleges, Association of Canadian Community Colleges Conference (ACCC), Association of Canadian Community Colleges Board Chair and Vice-Chair Workshop, Literacy Recognition Event, opening of the new Canora Campus and College graduation.

The Board of Governors of Parkland Regional College support many other initiatives of the College throughout the year. These include the Board of Governors Student Scholarship, Staff Recognition Event, Board/Staff annual workshop, Board/Staff Christmas party and presentations of flowers or gifts for bereavement or hospitalization of staff or Board members.

Parkland Regional College Board of Governors is proud of the work the College has accomplished over the year to bring education and training close to home for the adults in East Central Saskatchewan.

Board Meetings 05 - '06

2 Special Meetings
10 Regular Meetings
1 Constitutional Meeting

Executive Committee
Ken Bender
Oliver Pask

Association of Saskatchewan Regional Colleges
Ken Bender

Finance/Audit Sub Committee
Eunice Bear
Ken Bender

Board Members to July 11, 2006

Ken Bender - Melville
Pat Franklin - Fort Qu'Appelle
Eunice R. Bear - Standing Buffalo
Leonard Keshane - Yorkton
Oliver Pask - Esterhazy
John Oussoren - Crystal Lake
Doug McRae - Yorkton

Board Members returning and appointed as of June 23, 2006

Darlene Cooper - Foam Lake
Oliver Pask - Esterhazy
Eunice R. Bear - Standing Buffalo
Doug McRae - Yorkton
John Oussoren - Crystal Lake
Doris Stelmackowich - Melville
James Jeske - Yorkton

PARKLAND
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C.E.O Report

Fay Myers,
Chief Executive Officer

It is with pleasure we provide you this report on our activities and achievements for the program year 2005-2006.

During this program year the College continued to fulfill a central role in the development of a skilled workforce for our region's labour market. There were many developments and achievements by Parkland Regional College for the 2005-2006 year.

Technology Enhanced Learning continues to evolve throughout the work of the College and is documented by the provincial college TEL Strategic Plan. Many programs are utilizing technology for instruction. Information Processing 30, Law 30 and computer software training was successfully delivered by distance between the College campuses. The College introduced a part-time E-learning Coordinator to assist and lead further development. Through the use of course management software, the Board of Directors now access regular Board agendas through the College website. Purchase of a fleet of laptop computers greatly increased training opportunities across the region. A University of Regina Co-op student has been hired for the sixth year.

A Pathways Model, developed by the College, is a life-long learning system of learning and work for a learner to attain academic and career goals through a record of educational and training progress and success. The model provides a highly structured support system that strengthens ties to employment and the community. College staff presented this model at the Association of Canadian Community Colleges (ACCC) annual conference in Calgary in May, 2006.

The College continued the development of an International Education strategy through participation in an Education Fair in Nairobi, Kenya and with the Canadian High Commission. The College submitted a joint development proposal with College of the Rockies, B.C. and Kimathi Institute of Technology in Kenya to ACCC/CIDA in response to a call for proposals in April. The College will continue with an international education focus on student recruitment and project work in cooperation with other Canadian Colleges.

There is a larger aboriginal population in the College region and we are committed to supporting the aboriginal client and learner through education and training. Initiatives that the College undertook this year were: provided Elder services in Yorkton and Fort Qu'Appelle, delivered a number of Heavy Equipment Operator and Safety programs in partnership with First Nation Bands, continued to focus on our contract with the Aboriginal Employment Development Program, partnered with Cornerstone Credit Union for work placements of aboriginal business students, delivered a wide array of professional and counseling workshops to First Nation Bands and continued to increase aboriginal enrollments in the technical programs delivered by the College.

The College has held many new, successful programs and events this year. The Industrial Mechanical Apprenticeship program, Master of Adult Education program, Canadian Agriculture Skills Services program and the expansion of the Learning Center concept were innovative in the program and training area. Hosting the annual Regional Colleges' Conference, negotiating a successful Collective Bargaining Agreement, initiating a renewed Strategic Planning process, introducing a new accounting package for the College, renovating and grand opening celebrations at the new location of the Canora campus and responding actively to the Training System Review document were a few of the major events by the College.

Parkland Regional College has worked with many partners this year. The annual Needs Assessment again included a number of regional partners that attached an updated addendum to the document "Developing Human Capital." This document tracked accomplishments of joint objectives and set future goals for the region. The addendum included the Yorkton Tribal Council Employment Development Framework - Five Year Strategic Plan. The "learning center" for individualized tutorial assistance and small group study has increased their numbers this year and linked with a number of businesses in the region. An "Employer Appreciation" program has increased the awareness of the number of business/college partnerships that have supported the success of students.

The management and staff worked closely with community groups, committees and organizations to assist in community and economic development. Some of these are the Chambers of Commerce, Regional Economic Development Authority, Action Committee on the Rural Economy and many other ad hoc provincial and regional committees. As a result of these partnerships and increased awareness of the College mandate in the region, the College saw a 15% increase in its staffing complement.

We wish to thank the many individuals, organizations and businesses we have worked with over the 2005-2006 year. As a result of their support, the 28 student scholarship donations exceeded $16,000. In June the College held their first annual student scholarship golf tournament, "Dollars for Scholars," that will increase the level of scholarships in 2006-07. We look forward to the Parkland region's continued support as we jointly address the training, education and labour market needs of the region.

Fay J Myers

PARKLAND Regional College

Strategic Plan

Key Directions

Technology Enhanced Learning
Increase opportunity and access.

Aboriginal Plan
Increase partnerships and workforce representation.

Research & Development
Increase programming opportunities.

Business/Contract Training
Increase support to economic development in rural Saskatchewan.

Accountability
Increase quality and quantity of performance.

Marketing/Communications
Increase and improve information systems, both internally and externally.

Goal 1: The College that works for high quality post-secondary education, training and employment programs and services.

Objective 1.1: Ensure an effective learning environment.

- Continuous upgrade of software and hardware systems at administration and program level.
- Encourage professional development and in-service for all staff.
- Continued implementation of College Employment Equity Plan approved by Saskatchewan Human Rights Commission.
- Staff actively participated in the development of Basic Education 10 redesign.
- College participated in presentation process of post-secondary review.

Objective1.2: Ensure effective leadership, management and accountability.

- College Business Plan included 6 key performance indicators for accountability.
- Board self-evaluation completed.
- Development of Board of Directors Handbook.
- Developed safety guidelines and handbook for three of the five College campuses.

Objective1.3: Ensure public stakeholder awareness of, and confidence in the College.

- Marketing/communications plan revised and evaluated.
- Maintenance of website.
- Addendum written for Needs Assessment partnership document "Developing Human Capital".

Goal 2: The College that works to meet the post-secondary education, training and development needs of individuals and communities.

Objective 2.1: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

- Technology Enhanced Learning Action Plan continued with instructors and program development in program, service and administrative areas.
- Industrial Mechanics Level I apprenticeship pilot delivered in cooperation with Apprenticeship Commission.
- International Education Action plan developed and implemented.

Objective 2.2: Increase participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

- Utilized Employability Assistance for People with Disabilities funds.
- All technical programs have a workplace component in them.
- Continued to implement an aboriginal strategy and action plan - delivered a number of full-time and part-time training in partnership with aboriginal organizations.
- Pathways Model of Life-long learning presented to Advanced Education and Employment staff.

Objective 2.3: Enhance access to post-secondary programs and services.

- Expanded number of student scholarships to 28 exceeding $16,000.
- Continuous development on TEL projects and distance "learning centers".
- Parkland CEO continues as regional college representative on Campus Saskatchewan management board.
- Staff member appointed as the regional colleges' representative on provincial Community Net committee.

Objective 2.4: Increase the success of individuals in College programs and services.

- Graduate follow up surveys completed.

Objective 2.5: Increase the knowledge and skills of the Parkland Regional College population.

- Delivered a balanced array of programs - each Team develops a Program Plan.
- Delivered an Older Worker Project for transition into the workplace.

Objective 2.6: Contribute to the development and maintenance of a workforce responsive to the economy.

- Ongoing consultations with key stakeholders in the region.
- Increased human resources development and support to businesses by the Contract Team.

Goal 3: The College that works to meet the post-secondary education, training and development needs of employers and industry and contributes to economic growth.

Objective 3.1: Increase employer and industry participation in planning and investment in education and training.

- Continued implementation of an Employer Appreciation process College awards and recognition of employer contributions to training.
- Parkland CEO continues to represent regional colleges on the provincial Action Committee on the Rural Economy.
- Continued strategic planning on establishment of a Virtual Institute or Business Center of Excellence.

Objective 3.2: Support the mobility of learners and workers within and outside the College region.

- Support recognition of prior learning and portfolio development.

Goal 4: The College that works by providing a dynamic and learning-centered environment.

Objective 4.1: Recognize, strengthen and reward the capabilities and contributions of employees and students and support a respectful workplace.

- Continued regular Joint Union/Management Partnerships meetings.
- Staff Recognition Event held.
- Occupational Health and Safety committee meeting regularly.
- Professional development and in-service opportunities available as a percentage of salaries.

Objective 4.2: Support innovation and research and development that enhances a learning centered environment.

- Learning Center concept of matching tutors and learners developed to academically support individual and small group learning needs - exceeded targets.
- Action plan developed for International Education projects and student recruitment.

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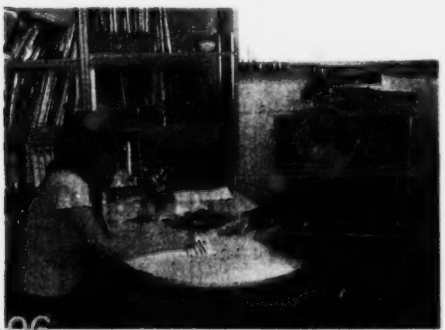
Programs & Services

Career & Student Support Services

Career & Student Support Services provides career and educational information and counselling services to persons in the Parkland area as well as to learners within Parkland Regional College.

- Providing all career and student counselling services in the College, including the Learning Specialist and Career Development/Bridging related projects.
- Providing career & employability services in Melville, Esterhazy, and Kamsack.
- Customizing tutoring services through the Learning Centre.
- Specializing in testing and assessment services.
- Specializing in counselling and workshop facilitation specific to business and industry needs.
- Assisting clients in identifying career goals related to training needs and recognition of prior learning.
- Providing customized services to Saskatchewan Workers' Compensation Board clients.
- Utilizing Technology Enhanced Learning initiatives to enhance access to counselling and tutoring services.
- Providing individual learning plan development to individuals referred through the Canadian Agricultural Skills Service Program.



Major Initiatives

Transitions Program
Provided a Transitions program for people assessed with Learning Disabilities. A transitions facilitator worked with identified individuals helping them to become informed about their Learning Disability and to develop strategies to increase their learning success and employability. Funding was provided through Employment Assistance for People with Disabilities.

Rural Older Worker Project
Participated in the Rural Older Worker Project as one of the three sites in Saskatchewan. The project is a federal initiative that focuses on the employment needs of the workers age 55 and over. This project was extremely successful with 16 out of 18 participants finding employment.

Bridging to the Trades
Facilitated two intakes of Bridging to the Entry Level Trades in collaboration with Industry Programs team. Fifteen (15) individuals participated in the enhanced program including safety training, successful thought patterns, trades exploration and long term supported work experience.

Kamsack Space
Partnered with Career and Employment Services to share space in a Resource Centre in Kamsack. The public can see a career counselor and use the space for career and labour market research.

Increase use of Learning Centre
The Learning Centre continues to grow and expand. Customized individual and group tutorial services are utilized region wide. Tutorials can be academic, skills related, personal interest or other varieties.

Canadian Agricultural Skills Service - CASS
Provided ILP (Individualized Learning Plan) development to farmers and their spouses. Referred through Saskatchewan Agriculture, the Canadian Agricultural Skills Service provides farm families funding for education and training leading to increased farm income or supplementary off farm income.

Programs & Services

Adult Basic Education

Adult Basic Education programs are designed to be responsive to the education, training and employment needs of our region's learners by delivering a range of programs and services including:

- Literacy Services and Learning Labs;
- Adult 10, Adult 12 and specific subjects;
- GED preparation and testing services;
- Specific strategies to link or bridge basic education with a transition to employment;
- Technology Enhanced Learning.

Major Initiatives

Continuing to participate in the Adult Basic Education Redesign advisory committee and pilots.

Having access to Elders at the Yorkton and Fort Qu'Appelle Campuses has been very beneficial for the students.

Information Processing 30 delivered by distance using V-Class instruction and Moodle content management system.

Law 30 and Psychology 30 offered online using Moodle content management system.

Online Social Studies 30 to be developed in 2006 - 2007.

Expansion of GED preparation and testing within ABE programs and externally to First Nations communities.

Expansion of Literacy Learning Labs throughout the region to occur in 2006 - 2007.

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Programs & Services

Skills Training: Institute Credit

SIAST and Institute Programs deliver a broad range of training programs that provide individuals with the skills required to become employed or to upgrade their technical skills. The needs of local employers and industry are a major consideration in the range of training programs offered. Both full and part-time programs are available.

The target population is adults who require skills training in order to meet their employment goals. Within the targets we recognize that it is necessary to include specific equity groups that have been under-represented in the labour force: Aboriginal persons, youth, women in non-traditional roles, persons with disabilities, and visible minorities.

Major Initiatives

All targets were exceeded for programming for 2005-2006 SIAST and Institute Programs.

The health sciences lab in the new facility is being shared with the Practical Nursing and Continuing Care Assistant programs.

Three new programs offered included: Cosmetologist and Early Childhood Education at the Melville Campus and Business Accountancy (Year II) at the Yorkton Campus. Many of our programs have had 100% or nearly 100% employment following their work placement.

Our Heavy Equipment Operator program expanded from one to three last season due to the host site sponsors: Key First Nations, Rural Municipality of McPhillips and Standing Buffalo First Nations who provided one piece of equipment and fuel for the program and thus contributing to the overall cost savings. Redhead Equipment was also a program sponsor by providing some of the equipment being used.

Two Truck Driver Training programs were offered by the Saskatchewan Trucking Association with one being sponsored by Eastern Assiniboine Region IIA and METSI in Yorkton.

We continue to provide training to on-reserve daycare staff from File Hills Qu'Appelle Tribal Council as they work towards their Early Childhood Education Certificates and Diplomas. This relationship continues to grow.

Increased contacts with Aboriginal agencies has improved exposure with this target audience.

High school visitations was increased by several members of the SIAST and Institute Program Team to make a better connection with graduates.

Parkland Regional College continues to encourage work placements as a transition to employment and includes enhancements to training programs to help fill the gaps in brokered curriculum, which has resulted in favorable comments from both students and employers.

Our Practical Nursing program continues to be in high demand with a substantial waiting list.

More students who have self-identified special needs are requiring extra accommodations and support from the Learning Specialist and Learning Centre. This is an area that will require additional support in the future.

Programs & Services

Skills Training: Industry Programs

Skills Training Industry Programs are designed to be responsive to the educational and training needs of the adults, community agencies and employers within our region by delivering courses targeted to:

- Industry credit and non-credit training;
- Industry recognized computer courses;
- Non-credit Transition to Trades programming;
- Community non-credit;
- Personal/leisure non-credit.

Major Initiatives

The team of training consultants has continued to expand the development and delivery of training opportunities to businesses and organizations within the region. Their presence continues to assist with increasing enrolment in other College programming areas like Career and Student Support Services, SIAST and Institute Programs.

Occupational Health and Safety (O.H. & S.) training offerings continue to grow at a phenomenal rate due to ever increasing awareness, enforcement, and compliance as well as labour market opportunities requiring certification prior to hiring.

There has been a strong demand by businesses and organizations for customized training, particularly on-site delivery of computer training with a mobile laptop lab.

The demand from First Nations individuals, bands and tribal councils for a full array of training has steadily increased to become a significant portion of the overall training delivered by the Industry Programs team.

The addition of a full-time Work Experience Coordinator position has enabled students to better access trade and non-trade employment opportunities within the region.

Apprenticeship

Apprenticeship initiatives continue to be provided through the individualized Supporting the Transition to Apprenticeship and Trade Employment (STATE) program, the Bridging to the Trades program and work experience components of trade and industrial programs.

In addition, a new pilot program of Rural Apprenticeship level training for Level I of the Industrial Mechanics trade was developed and successfully delivered in Esterhazy. The remaining levels are being developed for delivery in successive years with Level II slated to start November 2006.

Programs & Services

Skills Training: Workbased

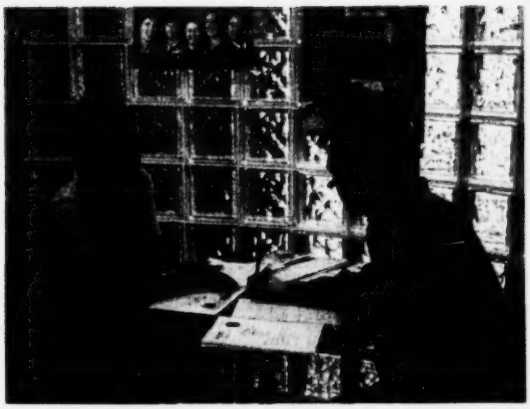
JobStart/Future Skills Workbased Training for the Unemployed provides financial assistance to employers to deliver recognized on-the-job training for unemployed Saskatchewan residents that leads to permanent employment. Workbased Training for the Employed provides funding support for Saskatchewan employers in the manufacturing, processing and agri-value sectors who need to retrain existing permanent employees in order to maintain or increase their competitive position. This program will also provide retraining support for employees facing permanent layoff or employees moving from part-time to permanent full-time employment. This part of the program is open to all employers.

Major Initiatives

Increasing our visibility through the work of the Training Consultants within the Parkland Region has resulted in a significant increase in the number of employer inquiries regarding the JobStart/Future Skills program.

Once again, the College experienced growth in the JobStart/Future Skills program, particularly in the areas of retraining and unemployed. This includes a cross section of diverse training opportunities. In the new budget year it is projected that there will be larger projects with higher numbers of trainees.

Parkland Regional College is part of a Workplace Essential Skills Task Team that has been put into place to determine training needs for the JobStart/Future Skills coordinators in the province. Employers are finding that by using Workplace Essential Skills training up-front in the workplace they are seeing better results from the formal training.



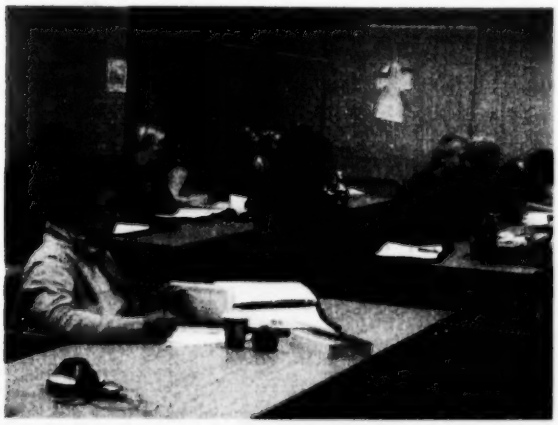
Programs & Services

University

University programming provides a comprehensive, full-time, first and second year Arts and Science program. This program is accomplished through a wide selection of credit courses delivered through a variety of methods, program options and delivery agents. University programs include but are not limited to the Yorkton area as SCN (televised) sites and online offerings provide the flexibility to offer many university classes in various locations.

Major Initiatives

University Programs began offering a Master of Adult Education program, September 2005 to spring 2008. This program from the University of Regina is intended to prepare individuals for specialized educational roles in adult training institutions and other organizations involved in training and development. Individuals participating in the program represent many sectors of the economy including post-secondary education, K-12 education, health and private business. Currently 18 students are accepted into the program and are registering into classes. This particular program has caught the interest of the University of Regina in the area of rural Saskatchewan offerings. As more Master degree programs become viable in other parts of the province, University Programs will investigate the possibility of delivering additional Master programs such as Business Administration, Education and Social Work.



Programs & Services

Technology Enhanced Learning

Major Initiatives

Adult Basic Education Program

Our Adult Basic Education (ABE) division provides basic education and literacy programs to enhance life-long learning opportunities that respond to the needs of adult populations, communities and organizations in the region.

Our ABE strategy is to increase opportunities and access to technology enhanced learning. ABE accomplishes this by using TEL to expand programming availability and by educating instructors on technological enhancements for their classrooms, such as:

- Delivering Information Processing 30 by distance using V-class;
- Participating with educational partners to develop programs on-line;
- Researching and exploring programs such as V-class for distance education;
- Using eLit for ABE redesign advisory committees and pilot instructors to network and share, as well as for Literacy discussion groups;
- Using "i-school" to deliver some of the senior maths and sciences, where appropriate. (PRC Business Plan, 2005; P33).

Highlighted activities performed by this work unit in addition to the activities listed above are as follows:

- A PRC faculty member learned how to use Moodle and developed IP30 in summer 05;
- IP30 ran two intakes of 14 to 20 students over two trimesters using the Moodle course management system and Elluminate for delivery. This course was offered in three locations Esterhazy, Fort Qu'Appelle and Yorkton.
- Another faculty member finished the Law 30 development in February 2006. The course was delivered in a blended format to four students in trimester three. It is being offered asynchronously in 06-07;
- Another faculty member was trained in Moodle and Elluminate to operate as a tutor for the Law 30 course, and two additional tutors were trained in Moodle to support IP 30.

SIAST and Institute Programs

SIAST and Institute Programs (SIP) division provides part-time and full-time technical and vocational opportunities that respond to the life-long needs of employees/employers, communities and organizations in the Parkland region.

Our SIP strategy is to increase opportunity and access to technology enhanced learning by continuing to investigate regional needs with expansion in this area, including:

- Continuing to offer the Internet training from SCSA to all students that enrol in a trades program;
- Exploring programs that are suited to remote delivery. We will research other program areas (i.e. Part-time Continuing Care Assistant)that are suited to such delivery;
- Continuing to offer TEL related training;
- Exploring using the "Moodle" management system to support our staff and provide in-service training;
- Utilizing our TEL capacity as we look forward to expanding into the classrooms. The College has experienced positive feedback from student users;
- Utilizing PowerPoint for classroom instruction as most College instructors are embracing the use of PowerPoint and we welcome the arrival of more computers and projectors into the classroom. For example, Smartboards have been added to enhance classroom presentations in Yorkton and in Fort Qu'Appelle. (PRC Business Plan, 2005; P38).

Highlighted activities performed by this work unit in addition to the activities listed above are as follows:

- In the Office Education program, COAP 138 was developed to offer to a distance student in Fort Qu'Appelle from Yorkton using Elluminate. This student previously completed all requirements of this program except this class, and needed it for her certificate;
- Students used Moodle for COAP and OPRO courses within the Office Education program to submit assignments, get course deadlines and access resources;
- In October 2005, the College evaluated a Course Performance System (CPS). This system uses up to 50 hand-held remote controls. When used in conjunction

Technology Enhanced Learning

with a computer and projector, the instructor can create confirmation questions that the class answers using their Remotes. Answers are anonymous to classmates, and even shy students are obliged to participate. We have found this system very motivating for students. The system was used in Business Year I, Office Education, ABE and CCA programs.

Business and Industry Programs

Our Business and Industry Programs (BIP) division provides life-long learning and training opportunities, develops customized programming and researches potential business situations that are adaptable to the region.

Our BIP strategy uses TEL to assist adult learners, especially First Nations and rural learners, gain better access to training through non-traditional formats, enhancing current training options and internal information systems, including:

- Exploring the possibility of "blended" training of Auto CAD (Computer Assisted Drafting) using "Moodle" and a local tutor;
- Exploring the possibility of utilizing a mobile laptop Laboratory and;
- Offering our public computer courses online. (Parkland Regional College Business Plan, 2005; P43).

Highlighted activities performed by this work unit in addition to the activities listed above are as follows:

- PRC purchased a mobile laptop lab and used it to provide programming outside of our own campus sites. Quite a few employers found that training in their own environment was appealing for a variety of reasons. This laptop lab was used extensively in 2005-06;
- Trained the staff of a Saskatchewan government department to use Elluminate for distance programming. We also trained the instructor to operate Elluminate to facilitate the class. An instructional designer worked with the instructor and the government department during the course to ensure its success. Nine students in our region received the training, and evaluations indicated that the training medium was very appropriate and satisfying.

Career and Student Support Services:

Career & Student Support Services (C&SSS) provides support including personal, academic and career counselling in order to enhance opportunities for life-long learning for individuals within the region. It provides flexible services that respond to the needs of adult populations, communities and organizations in the changing environment of our region.

Our C&SSS strategy uses TEL to broaden opportunities for students through personal assessments and career planning. TEL increases the options for information gathering and professional development for students and staff, including:

- Allowing us to continue to explore the possibilities of using on-line learning to provide professional development and in-service opportunities;
- Allowing us to continue using on-line career tools like Employment Readiness Scale (ERS) electronically based employment readiness testing) to increase access to clients in their rural locations;
- Allowing us to explore the potential of continuing the use of Avenet e-portfolio technology used in the Rural Northern Older Worker Project.

PARKLAND
Regional College

Key Performance Measures

KEY PERFORMANCE INDICATORS #1 Number of Student Enrolments - expressed in terms of full load equivalents (FLE) for all credit and non-credit programs	Baseline (FLE's)	2005-06 Target (FLE's)	2005-06 Results (FLE's)
a) Skills Training - Institute Credit	144	170.3	169.6
b) Skills Training - Industry Credit	96	*91.1	189.3
c) Skills Training - Non-Credit	51	**36.5	54.1
d) Basic Education - Credit	148	180.2	159.8
e) Basic Education - Non-Credit	120	79.8	127.8
f) University - Credit	82	81.5	83.0

**05-06 Target should be 106 FLE* ***05-06 Target should be 51 FLE*

KEY PERFORMANCE INDICATORS #2 Participation, Employment, and Continued to Take Further Training Rates for Aboriginal Students (In %'s, Credit Programs Only)	Baseline (%'s)	2005-06 Target (%'s)	2005-06 Results (%'s)
2A. Aboriginal Participation (Enrolment) Rate (Full time/Part time)			
a) Skills Training - Institute Credit	25	25	27
b) Skills Training - Industry Credit	22	22	23
c) Adult Basic Education - Credit	65	65	62
d) University - Credit	15	15	23
2B. Graduation Rates of Aboriginal Persons (Full time/Part time)			
a) Skills Training - Institute Credit			
i) As % of Graduates	14	14	27
ii) As % of Aboriginal Enrollments	13	13	26
b) Skills Training - Industry Credit			
i) As % of Graduates	n/a	n/a	43
ii) As % of Aboriginal Enrollments	n/a	n/a	94
c) Basic Education - Credit			
i) As % of Graduates	64	64	59
ii) As % of Aboriginal Enrollments	17	17	17
2C. Aboriginal Employment Rate			
a) Skills Training - Institute Credit (Full Time)	63	63	78
b) Skills Training - Industry Credit (Full Time) **no full time students*	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	67	67	57
2D. Aboriginal Continued to Further Training			
a) Skills Training - Institute Credit (Full Time)	47	47	80
b) Skills Training - Industry Credit (Full Time) **no full time students*	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	92	92	87

Key Performance Measures

KEY PERFORMANCE INDICATORS #3 Number of Graduates/Completers for all Credit Programs (In #'s of students)	Baseline (# of students)	2005-06 Target (# of students)	2005-06 Results (# of students)
3A. Number of Graduates			
a) Skills Training - Institute Credit (Full Time/Part Time)	86	86	106
b) Skills Training - Industry Credit (Full Time/Part Time)	n/a	n/a	388
c) Adult Basic Education - Credit (Full Time/Part Time)	51	51	59
3A. Number of Completers			
a) Skills Training - Institute Credit (Full Time/Part Time)	244	244	247
b) Skills Training - Industry Credit (Full Time/Part Time)	77	77	80
c) Adult Basic Education - Credit (Full Time/Part Time)	129	129	143

KEY PERFORMANCE INDICATORS #4 Participation, Employment, and Continued to Take Further Training Rates for All Students (in %'s, for Credit Programs Only)	Baseline (%'s)	2005-06 Target (%'s)	2005-06 Results (%'s)
4A. Participation (Enrollment) Rate (Full time/Part time)			
a) Skills Training - Institute Credit	40	42.6	30
b) Skills Training - Industry Credit	9	14.8	31
c) Adult Basic Education - Credit	33	29.3	25
d) University - Credit	18	13.3	14
4B. Graduation Rates of Students**** (Full time/Part time)			
a) Skills Training - Institute Credit			
i) As % of Enrollments	23	23	26
b) Skills Training - Industry Credit			
i) As % of Enrollments	n/a	n/a	92
c) Basic Education - Credit			
i) As % of Enrollments	17	17	17
4C. Employment Rate			
a) Skills Training - Institute Credit (Full Time)	75	75	83
b) Skills Training - Industry Credit (Full Time) **no full time students*	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	71	71	61
4D. Continued to Further Training Rates			
a) Skills Training - Institute Credit (Full Time)	49	49	63
b) Skills Training - Industry Credit (Full Time) **no full time students*	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	88	88	82

PARKLAND
Regional College

Key Performance Measures

KEY PERFORMANCE INDICATORS #5	Baseline ($'s)	2005-06 Target ($'s)	2005-06 Results ($'s)
JobStart/Future Skills Investment (In Contract $ Received)	$200,000	$265,000	$373,426

KEY PERFORMANCE INDICATORS #6	Baseline ($'s)	2005-06 Target ($'s)	2005-06 Results ($'s)
Total Contractual Revenue (In Contract $ Received)	$600,000	$629,275	$771,544

****** Graduation rates are shown as a percentage of full-time and part-time enrollments. The majority of part-time enrollments are "Completed" rather than "Graduated". Graduation rates based on full-time enrollments only are significantly higher.**

Skills Training - Institute Credit (full time graduation rate) 75%
Basic Education - Credit (full time graduation rate) 31%

Enrollment by Program

TABLE 1
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	113	221	17	133.2	122	284	2	169.6
	Other	0	4	0	1.2				
	Apprenticeship & Trade					11	0	0	12.4
	Total Institute Credit	**113**	**225**	**17**	**134.4**	**133**	**284**	**2**	**182.0**
	Industry Credit:								
	Total Industry Credit	**21**	**160**	**497**	**111.5**	**0**	**422**	**756**	**189.3**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**87**	**561**	**48.3**	**0**	**83**	**601**	**54.1**
TOTAL SKILLS TRAINING		**134**	**472**	**1,075**	**294.2**	**133**	**789**	**1,359**	**425.4**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	99	75	-	91.3	92	88	0	89.2
	Adult 10	73	44	-	59.7	80	49	0	67.0
	Academic GED	0	27	-	4.5	0	31	0	3.6
	Total BE Credit	**172**	**146**	**-**	**155.5**	**172**	**168**	**0**	**159.8**
	BE Non-Credit:								
	Employability/Life Skills	24	80	-	77.8	20	53	0	40.7
	English Language Training	0	16	-	5.4	0	16	0	5.4
	General Academic Studies	30	68	-	73.0	10	54	0	22.7
	Literacy	0	93	-	40.0	0	58	0	59.1
	Total BE Non-Credit	**54**	**257**	**-**	**196.2**	**30**	**181**	**0**	**127.8**
TOTAL BASIC EDUCATION		**226**	**403**	**-**	**351.7**	**202**	**349**	**0**	**287.6**
UNIVERSITY	***Total University***	**90**	**104**	**-**	**93.9**	**70**	**123**	**0**	**83.0**
TOTAL ENROLLMENT		**450**	**979**	**1,075**	**739.8**	**405**	**1,261**	**1,359**	**796.0**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
FLE - Full Load Equivalent

Notes for Tables 1 to 1E Inclusive:

1 2005-06 Industry Credit also includes full-time Cisco program FLE's (Applies to table 1E as well).
2 In 2005-06 we did not offer full-time Pre-Adult 10 program therefore lower FLE's in General Academic Studies (Table 1E as well).
3 When program sessions are delivered over two program years, participation in each year will be determined by the courses delivered in each of the two years.
4 Literacy projects' enrollments are only reflected in these charts.

See Glossary for definition of terms

PARKLAND
Regional College

Enrollment by Program

Canora Campus

TABLE 1A
Enrollment by Program Groups for Canora Campus

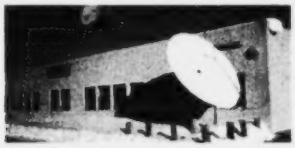
		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	0	40	2	11.7	0	50	1	12.4
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**0**	**40**	**2**	**11.7**	**0**	**50**	**1**	**12.4**
	Industry Credit:								
	Total Industry Credit	**0**	**12**	**116**	**14.9**	**0**	**77**	**184**	**34.6**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**13**	**54**	**5.5**	**0**	**7**	**50**	**4.8**
TOTAL SKILLS TRAINING		**0**	**65**	**172**	**32.1**	**0**	**134**	**235**	**51.8**
BASIC EDUCATION	**BE Credit:**								
	Adult 12								
	Adult 10								
	Academic GED					0	15	0	2.2
	Total BE Credit					**0**	**15**	**0**	**2.2**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	0	18	0	3.0				
	Total BE Non-Credit	**0**	**18**	**0**	**3.0**				
TOTAL BASIC EDUCATION		**0**	**18**	**0**	**3.0**	**0**	**15**	**0**	**2.2**
UNIVERSITY	*Total University*	**0**	**11**	**0**	**1.5**	**0**	**1**	**0**	**0.2**
TOTAL ENROLLMENT		**0**	**94**	**172**	**36.6**	**0**	**150**	**235**	**54.2**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND
Regional College

Enrollment by Program



Esterhazy Campus

TABLE 1B
Enrollment by Program Groups for Esterhazy Campus

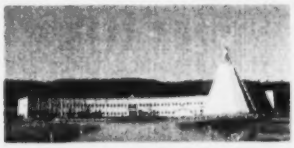
		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	0	16	0	2.3	0	16	0	2.4
	Other								
	Apprenticeship & Trade					11	0	0	12.4
	Total Institute Credit	**0**	**16**	**0**	**2.3**	**11**	**16**	**0**	**14.8**
	Industry Credit:								
	Total Industry Credit	**0**	**13**	**28**	**3.4**	**0**	**6**	**15**	**2.2**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**0**	**49**	**1.8**	**0**	**11**	**59**	**10.5**
TOTAL SKILLS TRAINING		**0**	**29**	**77**	**7.5**	**11**	**33**	**74**	**27.5**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	9	8		8.4	6	7	0	6.3
	Adult 10	10	3		8.1	9	5	0	7.8
	Academic GED	0	0		0				
	Total BE Credit	**19**	**11**		**16.5**	**15**	**12**	**0**	**14.1**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	0	7	0	0.7				
	Total BE Non-Credit	**0**	**7**	**0**	**0.7**				
TOTAL BASIC EDUCATION		**19**	**18**	**0**	**17.2**	**15**	**12**	**0**	**14.1**
UNIVERSITY	*Total University*	**0**	**2**	**0**	**0.2**	**0**	**2**	**0**	**0.2**
TOTAL ENROLLMENT		**19**	**49**	**77**	**24.9**	**26**	**47**	**74**	**41.8**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND
Regional College

Enrollment by Program



Fort Qu'Appelle Campus

TABLE 1C
Enrollment by Program Groups for Fort Qu'Appelle Campus

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	19	44	0	12.5	0	63	1	13.0
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**19**	**44**	**0**	**12.5**	**0**	**63**	**1**	**13.0**
	Industry Credit:								
	Total Industry Credit	**0**	**2**	**25**	**2.7**	**0**	**19**	**9**	**4.5**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**18**	**71**	**7.7**	**0**	**1**	**43**	**1.7**
TOTAL SKILLS TRAINING		**19**	**64**	**96**	**22.9**	**0**	**83**	**53**	**19.2**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	22	19		17.0	18	22	0	19.0
	Adult 10	15	13		13.8	16	16	0	14.8
	Academic GED					0	9	0	0.3
	Total BE Credit	**37**	**32**		**30.8**	**34**	**47**	**0**	**34.1**
	BE Non-Credit:								
	Employability/Life Skills	10	21		25.6	6	0	0	3.3
	English Language Training								
	General Academic Studies	8	24		15.5	10	30	0	21.2
	Literacy	0	6		1.1				
	Total BE Non-Credit	**18**	**51**		**42.2**	**16**	**30**	**0**	**24.5**
TOTAL BASIC EDUCATION		**55**	**83**		**73.0**	**50**	**77**	**0**	**58.6**
UNIVERSITY	***Total University***	**5**	**27**		**8.0**	**1**	**20**	**0**	**3.8**
TOTAL ENROLLMENT		**79**	**174**	**96**	**103.9**	**51**	**180**	**53**	**81.6**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND Regional College

Enrollment by Program

Melville Campus

TABLE 1D
Enrollment by Program Groups for Melville Campus

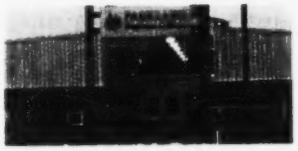
		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	15	30	17	10.4	34	29	1	33.8
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**15**	**30**	**17**	**10.4**	**34**	**29**	**1**	**33.8**
	Industry Credit:								
	Total Industry Credit	**0**	**10**	**89**	**15.2**	**0**	**33**	**130**	**27.6**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**9**	**34**	**4.0**	**0**	**1**	**33**	**2.1**
TOTAL SKILLS TRAINING		**15**	**49**	**140**	**29.6**	**34**	**63**	**164**	**63.5**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	8	12		10.1	5	14	0	6.5
	Adult 10	15	13		15.5	17	13	0	17.1
	Academic GED	0	14		1.3				
	Total BE Credit	**23**	**39**		**26.9**	**22**	**27**	**0**	**23.6**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy	0	6		0.5				
	Total BE Non-Credit	**0**	**6**		**0.5**				
TOTAL BASIC EDUCATION		**23**	**45**		**27.4**	**22**	**27**	**0**	**23.6**
UNIVERSITY	***Total University***	**1**	**5**		**1.7**	**0**	**13**	**0**	**2.6**
TOTAL ENROLLMENT		**39**	**99**	**140**	**58.7**	**56**	**103**	**164**	**89.7**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND
Regional College

Enrollment by Program



Yorkton Campus

TABLE 1E
Enrollment by Program Groups for Yorkton Campus

		Actuals							
		2004-2005				2005-2006			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	79	97	0	96.2	88	144	0	108.0
	Other	0	4	0	1.2				
	Apprenticeship & Trade								
	Total Institute Credit	**79**	**101**	**0**	**97.4**	**88**	**144**	**0**	**108.0**
	Industry Credit:								
	Total Industry Credit	**21**	**116**	**272**	**75.3**	**0**	**268**	**496**	**120.4**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**45**	**363**	**29.2**	**0**	**60**	**426**	**35.2**
TOTAL SKILLS TRAINING		**100**	**262**	**635**	**201.9**	**88**	**472**	**922**	**263.6**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	60	36		55.8	63	47	0	57.4
	Adult 10	33	15		22.2	38	15	0	27.4
	Academic GED	0	13		3.2	0	7	0	1.1
	Total BE Credit	**93**	**64**		**81.2**	**101**	**69**	**0**	**85.9**
	BE Non-Credit:								
	Employability/Life Skills	14	59		52.1	14	53	0	37.4
	English Language Training	0	16		5.4	0	16	0	5.4
	General Academic Studies	22	44		57.5	0	24	0	1.4
	Literacy	0	56		34.7	0	58	0	59.1
	Total BE Non-Credit	**36**	**175**		**149.7**	**14**	**151**	**0**	**103.3**
TOTAL BASIC EDUCATION		**129**	**239**		**230.9**	**115**	**220**	**0**	**189.2**
UNIVERSITY	***Total University***	**81**	**76**		**82.5**	**66**	**101**	**0**	**76.2**
TOTAL ENROLLMENT		**310**	**577**	**635**	**515.3**	**269**	**793**	**922**	**529.0**

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND Regional College

Equity Participation

TABLE 2
Equity Participation by Program Groups for the Whole College

Notes for Tables 2 & 4:

1. Equity statistics are not collected for Short Study Industry Credit and Skills Training Non-Credit programs.

2. Equity statistics are voluntary and only students willing to declare were reported.

2005-2006 results as of Nov. 7, 2006.

PT - Part Time
FT - Full Time
Cas - Casual

		Actuals																													
		2004-2005												2005-2006																	
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	**Institute Credit:**																														
	SIAST	32	76	1	5	9	0	1	4	0	113	221	17	26	85	0	4	9	0	2	3	0	122	284	2
	Other	0	0	0	0	0	0	0	0	0	0	4	0																		
	Apprenticeship & Trade													0	0	0	0	0	0	0	0	0	11	0	0						
	Total Institute Credit	32	76	1	5	9	0	1	4	0	113	225	17	26	85	0	4	9	0	2	3	0	133	284	2						
	Industry Credit:																														
	Total Industry Credit	2	27	69	0	5	7	1	2	10	21	160	497	0	97	79	0	10	6	0	9	6	0	422	756						
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																														
	Total Non-Credit	0	16	50	0	2	10	0	2	6	0	87	561	0	16	27	0	1	1	0	1	2	0	83	601						
	TOTAL SKILLS TRAINING CREDIT	34	119	120	5	16	17	2	8	16	134	472	1,075	26	198	106	4	20	7	2	13	8	133	769	1,359						
BASIC EDUCATION	**Basic Education Credit:**																														
	Adult 12	56	37	0	4	5	0	4	3	0	99	75	0	53	48	0	5	5	0	7	4	0	92	86	0						
	Adult 10	47	28	0	6	4	0	5	3	0	73	44	0	53	32	0	2	2	0	6	1	0	80	49	0						
	Academic GED	0	18	0	0	1	0	0	2	0	0	27	0	0	24	0	0	2	0	0	2	0	0	31	0						
	Total BE Credit	102	83	0	10	10	0	9	8	0	172	146	0	106	104	0	7	9	0	13	7	0	172	168	0						
	Basic Education Non-Credit:																														
	Employability / Life Skills	12	39	0	0	2	0	0	9	0	24	80	0	10	19	0	0	7	0	1	4	0	20	53	0						
	English Language Training	0	0	0	0	9	0	0	0	0	0	16	0	0	0	0	0	8	0	0	0	0	0	16	0						
	General Academic Studies	27	42	0	1	4	0	1	2	0	30	68	0	9	27	0	0	1	0	2	2	0	10	54	0						
	Literacy	0	58	0	0	9	0	0	5	0	0	93	0	0	43	0	0	3	0	0	9	0	0	58	0						
	Total BE Non-Credit	39	139	0	1	24	0	1	16	0	54	257	0	19	89	0	0	19	0	3	15	0	30	181	0						
	TOTAL BASIC EDUCATION	141	222	0	11	34	0	10	24	0	226	403	0	125	193	0	7	28	0	16	22	0	202	349	0						
UNIVERSITY	*Total University*	19	19	0	3	4	0	0	0	0	90	104	0	13	32	0	1	6	0	3	2	0	70	123	0						
	TOTAL ENROLLMENT	194	360	120	19	54	17	12	32	16	450	979	1,075	164	423	106	12	54	7	21	37	8	405	1,261	1,359						

PARKLAND
Regional College

Student Success

TABLE 3
Student Success by Program Groups For the Whole College

Notes for Tables 3 & 4:

1. We did not 'Graduate' University and part-time institute credit programs, all are under completed columns for both academic years.
2. We did follow-up for 2005-2006 for these program areas only: Basic Education, Credit and Non-Credit, Full-time Institute Credit and Full-time Industry Credit.
3. If more than one type of follow-up is reported for an individual in a program group, enrolment is counted once and they are counted once under each type of follow-up.
4. 2004-05 completers, graduates and follow-up results will not match 2004-05 Annual Report as this report was not frozen and therefore any changes will be reflected here.

2004 - 2005 & 2005 - 2006 results as of November 7, 2006.

Completed = the total number of students who completed course requirements or remained to the end of the program.

Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.

Actuals

	Program Groups	2004-2005 Total Students Completed			2004-2005 Total Students Graduated			2004-2005 Total Employed			2004-2005 Total Going to Further Training			2005-2006 Total Students Completed			2005-2006 Total Students Graduated			2005-2006 Total Employed			2005-2006 Total Going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	23	142	2	75	51	15	55	20	0	16	6	0	12	235	2	91	15	0	59	30	0	23	10	0
	Other	0	4	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	0	
	Apprenticeship & Trade													23	235	2	91	15	0	69	30	0	23	10	0
	Total Institute Credit	23	146	2	75	51	15	55	20	0	16	6	0												
	Industry Credit:																								
	Total Industry Credit	10	43	15	7	123	489	12	3	0	0	0	0	0	80	42	0	388	723	0	15	0	0	0	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit):																								
	Total Non-Credit	0	87	558	0	0	0	0	0	0	0	0	0	0	82	599	0	0	0	0	0	0	0	0	0
	TOTAL SKILLS TRAINING	33	276	575	82	174	504	67	23	0	16	6	0	23	397	643	91	403	723	59	45	0	23	10	0
Basic Education	**Basic Education Credit:**																								
	Adult 12	56	37	0	22	1	0	14	15	0	45	19	0	49	27	0	20	3	0	23	12	0	36	15	0
	Adult 10	27	7	0	27	0	0	11	0	0	34	5	0	20	19	0	33	1	0	5	4	0	37	13	0
	Academic GED	0	27	0	0	0	0	0	8	0	0	7	0	0	28	0	0	2	0	0	10	0	0	0	0
	Total BE Credit	86	71	0	49	1	0	25	23	0	79	31	0	69	74	0	53	6	0	28	26	0	73	28	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	22	45	0	0	0	0	12	21	0	2	5	0	13	42	0	0	0	0	9	23	0	1	2	0
	English Language Training	0	13	0	0	0	0	0	8	0	0	3	0	0	14	0	0	0	0	0	4	0	0	8	0
	General Academic Studies	18	56	0	0	0	0	4	23	0	7	13	0	9	44	0	0	0	0	5	30	0	2	5	0
	Literacy	0	86	0	0	0	0	0	13	0	0	36	0	0	17	0	0	0	0	0	1	0	0	14	0
	Total BE Non-Credit	40	182	0	0	0	0	16	65	0	9	57	0	22	117	0	0	0	0	14	58	0	3	29	0
	TOTAL BASIC EDUCATION	125	253	0	49	1	0	41	88	0	88	88	0	91	191	0	53	6	0	42	84	0	76	57	0
UNIVERSITY	*Total University*	87	97	0	0	0	0	0	0	0	0	0	0	0	120	0	0	0	0	0	0	0	0	0	0
TOTAL ENROLLMENT		245	626	575	131	175	504	108	111	0	104	94	0	179	708	643	144	409	723	101	129	0	99	67	0

Note: CAS = Casual

05·06
Annual Report

PARKLAND Regional College

Equity Participation

Completers & Graduates

TABLE 4
Equity Participation Completers and Graduates by Program Group for the Whole College

E= Total enrollment.
C = Completers (the total number of students who completed course requirements or remained to the end of the program).
G = Graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).

2005-2006 results as of Nov. 7, 2006.

		Actuals																							
		2004-2005												2005-2006											
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	**Institute Credit:**																		
	SIAST	109	32	44	14	2	10	5	4	1	111	60	29	13	8	1	5	3	1
	Other:	0	0	0	0	0	0	0	0	0									
	Apprenticeship & Trade										0	0	0	0	0	0	0	0	0
	Total Institute Credit	109	32	44	14	2	10	5	4	1	111	60	29	13	8	1	5	3	1
	Industry Credit:																		
	Total Industry Credit	98	2	95	12	0	12	13	1	12	176	22	165	16	5	14	15	2	14
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	66	65	0	12	12	0	8	7	0	43	43	0	2	2	0	3	3	0
	TOTAL SKILLS TRAINING CREDIT	273	99	139	38	14	22	26	12	13	330	125	194	31	15	15	23	8	15
BASIC EDUCATION	**Basic Education Credit:**																		
	Adult 12	92	34	15	9	4	0	7	4	0	101	30	10	10	1	1	11	7	2
	Adult 10	75	19	15	10	5	1	8	5	0	85	23	23	4	0	0	7	2	2
	Academic GED	18	18	0	1	1	0	2	2	0	24	21	2	2	2	0	2	1	1
	Total BE Credit	185	71	30	20	10	1	17	11	0	210	74	35	16	3	1	20	10	5
	Basic Education Non-Credit:																		
	Employability/Life Skills	51	24	0	2	0	0	9	5	0	29	16	0	7	4	0	5	2	0
	English Language Training	0	0	0	9	7	0	0	0	0	0	0	0	8	6	0	0	0	0
	General Academic Studies	69	48	0	5	1	0	3	3	0	36	29	0	1	1	0	4	3	0
	Literacy	58	37	0	9	8	0	5	3	0	43	8	0	3	1	0	9	4	0
	Total BE Non-Credit	178	109	0	25	16	0	17	11	0	108	53	0	19	12	0	18	9	0
	TOTAL BASIC EDUCATION	363	180	30	45	26	1	34	22	0	318	127	35	35	15	1	38	19	5
UNIVERSITY	*Total University*	38	37	0	7	7	0	0	0	0	45	43	0	7	5	0	5	5	0
	TOTAL ENROLLMENT	674	316	169	90	47	23	60	34	13	693	296	229	73	35	16	66	32	20

PARKLAND
Regional College

Work based Training

TABLE 5
Work based Training for the Whole College within the Program Year July 1,2005 to June 30, 2006

Program Year	Distinct Employers	Contracts	Total Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2003-04	20	24	60	0	25	30	5	$225,227
2004-05	19	22	56	0	39	8	9	$171,826
2005-06*	20	28	121	19	94	1	8	$329,930

* 2005-06 Program results will appear inconsistent with previous years as contracts are still "in-progress" and information is still being processed

Notes:

1. Program year is based on contract start date between July 1st and June 30th of a given year.
2. Results included both Work based Training for the Unemployed (WTU) and Work based Training for the Employed (WTE) contracts.
3. Department funding includes dollars paid to employer and then reimbursed by Department of Advanced Education & Employment, excluding any administration fees.
4. All counts of trainees are based upon unique individuals.
5. Query results run on October 25, 2006.

Human Resources

Major Initiatives

This year we saw a dramatic increase in our staff growing to over 74 FTE's. Over half of this growth was in the instructional area as we utilized more instructors with specific expertise to teach in our post-secondary programs. We also saw an increase in paid tutors and instructor aids that demonstrates our commitment to providing extra support to our students. Given that costing and funding for our Collective Agreement increases were based upon 2003-2004 levels, this has resulted in a significant cost to the College. It has also resulted in an increased workload for our payroll and administrative staff.

Certainly a major highlight of the year was settling a Collective Bargaining Agreement that saw our instructors included in pay equity.

With an increase in new staff and instructors, a need was identified to begin group orientation sessions. These will commence in the Fall of 2006.

We are seeing the beginning of the baby boomer retirement cycle. This past year, three instructional staff opted to retire. We anticipate an increase in retirement numbers over the next five years and have some succession planning and recruitment strategies in place. Included in our succession planning is some long-term professional development planning.

We continue to support representative workforce strategies and will continue to actively recruit individuals from the designated equity groups.

Position and Classification	# of Employees	F.T.E.'s
Out of Scope		
Chief Executive Officer	1	1.00
Director of Programs	1	1.00
Director of Finance & Administration	1	1.00
Director of Human Resources	1	1.00
Executive Assistant	1	1.00
In Scope		
Coordinators Level 8	5	5.00
Coordinator / Counsellor Level 7	1	0.65
Coordinators Level 7	2	1.49
Coordinators Level 6	4	3.18
TEL Consultants Level 6	1	0.49
Consultants Level 6	7	4.94
Facilitator Level 6	2	1.03
Work Experience Coordinator Level 5	2	0.94
Information Technician Level 5	2	1.37
Counsellor Level 7	1	1.00
Counsellor Level 6	5	4.28
Registration Clerk Level 5	1	1.00
Program Assistant Level 4	10	7.96
Clerical Level 3	2	1.31
Accounting Clerk Level 4	2	2.00
Clerical Level 2	5	1.76
Facility Operator Level 3	1	1.00
Janitor Level 2	2	0.96
SCN Attendant Level I	2	0.06
Learning Specialist	1	1.05
Instructors (Paid or in-scope grid)	61	24.90
Aids and Tutors	27	2.96
Total	151	74.33

CID and contract instructors not included.

PARKLAND Regional College

Human Resources

Out of Scope

Fay Myers	Chief Executive Officer
Richard Klyne	Director of Programs
Vern Nixon	Director of Finance and Administration
Sonja Gehl	Director of Human Resources / Organizational Development
Rhoda Seidler	Executive Assistant

In Scope

Paul Adams	Evening Janitor
Roxanne Alstad	Program Assistant
Laura Anderson	Office Education Instructor / E-Learning Services
Sunshine Asapace	Receptionist
Peg Beaton	Career & Student Support Services Counsellor
George Beddome	Adult Basic Education Instructor
Carol Bobowski	Student Counsellor
Maureen Broda	Registration Clerk
Connie Brown	Institute Credit Coordinator
Katherine Brown-Goebel	Cosmetologist Instructor
Elaine Buchholzer	Program Assistant
Lisa Cadieux de Larios	Institute Credit/ABE Projects Coordinator
Karen Choquette	SCN Attendant
Michelle Clarke	Adult Basic Education Instructor
Shannon Cody	Office Education Instructor
Bonnie Currie	Adult Basic Education Instructor
Mona Daniel	Program Assistant
Jill Datema	Clerical Program Assistant
Javan Davis	Business Year II Instructor
Catherine Degryse	Program Assistant
Deloris Delorme	Training Consultant
Kami DePape	Adult Basic Education Manager
Veronica Enns	Early Childhood Education Instructor
Barbara Evans	Practical Nursing Instructor
Sharon Evans	Program Assistant
Tanya Fawcett	Accounting Clerk, Payroll
Sherilyn Fenwick	Continuing Care Assistant Instructor
Tamela Flasch	Early Childhood Education Instructor
May Fleury	Program Assistant
Peter Franck	Rural Apprenticeship Consultant
Rosemarie Glowa	Career & Student Support Services Counsellor
Jason Goetting	Information Systems Technician Support
Gail Gorchynski	Career & Student Support Services Counsellor
Maxine Gordon	Program Assistant
Robert Haacke	Industrial Mechanics Instructor
Terry Heshka	Adult Basic Education Instructor
Bernadette Holland	Learning Specialist
Laurel Hollick	Early Childhood Education Instructor
Dale Holstein	Training Consultant
Ruth Iluk	Accounting Clerk
Dorothy Jackson	Career & Student Support Services Counsellor
Kris Johnson	CISCO Networking/Technician Instructor
Linda Kachur	Adult Basic Education Instructor
Carla Kaeding	Business Year I / Office Education Instructor
Michelle Kaeding	Program Assistant
Angelina Kardynal	Marketing Manager (Family Leave)
Carmella Kirschman-Lutz	Cosmetologist Instructor
Chad Koberinski	Work Experience Coordinator
Shayne Kreitzer	CISCO Networking/Technician Instructor
Nadine Kreklewich	Adult Basic Education Instructor
Cheryl Kustra	Training Consultant
Darrell Landels	Industry Programs Manager
Sarah Lipoth	Learning Center Tutor
Marion Littlewolfe	SCN/Clerical
Susan Lyons	Career & Student Support Services Manager
Gwen Machnee	Career Development Project Coordinator
Beatrice Malach	SCN/Clerical
Shirley May	Adult Basic Education Instructor
Carol McCullough	Literacy Coordinator
Kathleen McDonald	Adult Basic Education Instructor
Barry Miller	Business Year II Instructor
Blaine Miller	Welding Instructor
Charlotte Morris	Program Assistant
Dennis Muzyka	Welding Instructor
Alicia Myall	Marketing Manager
Donna Neyedley	Career & Student Support Services Counsellor
Laura Nordgulen	Home Care/Special Care Aide Instructor
Marguerite O'Hagan	Adult Basic Education Instructor
Blair Parkinson	Adult Basic Education Instructor
David Parnetta	Head Janitor
Larry Pearen	SIAST & Institute Programs Manager
Nathan Penner	Information Systems Technician Support
Sandy Persick	Adult Basic Education Instructor
Iris Phillips	Continuing Care Assistant Instructor
Margaret Purich	Adult Basic Education/Literacy Instructor
Jackie Rohatensky	Practical Nursing Instructor
Sharon Rokosh	SCN/ Clerical
Brian Shul	Training Consultant
Warren Somogyi	Caretaker/Janitor
Katherine Springford	Learning Center Tutor
Verle Sproule	Heavy Equipment Operator Instructor
Shawn Stoneham	University Programs / TEL Manager
Karen Stoneham	Saturday Support
Dave Thomas	Heavy Equipment Operator Instructor
Lorraine Tochor	Continuing Care Assistant Module Instructor
Lurene Turgeon	Counsellor / Coordinator
Donna Vranai	Business Year I Instructor
Betty Waugh	Clerical Program Assistant
Robert Weber	Work Experience Coordinator
Marianne Weber	Transitions Program Facilitator
Jill Whiting	Program Assistant
Wendy Wilson	Training Consultant
Kerryann Wiwcharuk	SCN Attendant
Gerry Yacishyn	Adult Basic Education Instructor
Carolee Zorn	Practical Nursing Instructor

PARKLAND
Regional College

Financial Statements

Government of the Province of Saskatchewan
Advanced Education and Employment

Parkland Regional College
Financial Statements

For the Year Ended
June 30, 2006

Contents

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PARKLAND Regional College

Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Skilnick Besler Miller Moar & Co., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

August 21, 2006

PARKLAND
Regional College

Skilnick Besler Miller Moar & Co.
Chartered Accountants

PARKLAND REGIONAL COLLEGE

AUDITORS' REPORT

2006

The Members of the Board
Parkland Regional College
MELVILLE, Saskatchewan

We have examined the statement of financial position of the Parkland Regional College as at June 30, 2006 and the statement of operations, statement of changes in net assets and statement of cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2006 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Skilnick Besler Miller Moar & Co.

SKILNICK BESLER MILLER MOAR & CO
Chartered Accountants

Melville, Saskatchewan
August 21, 2006

PARKLAND Regional College

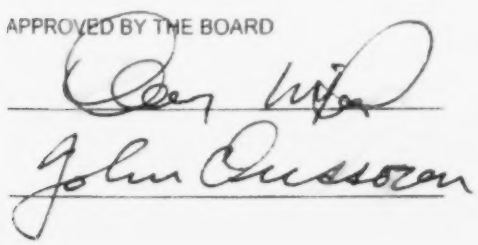
Statement of Financial Position
as at June 30, 2006

Statement 1

	2006			2005
	Operating Fund	Capital Fund	Total	Total
Assets				
Current Assets				
Cash	$ 388,545	$ 32,259	$ 420,804	$ 1,188,393
Accounts receivable (Notes 2 & 3)	547,551	72,802	620,353	192,107
Due from (to) other fund	72,802	(72,802)	-	-
Prepaid expenses	18,335	-	18,335	35,835
Short-term investments (Note 5)	220,346	-	220,346	-
	1,247,579	32,259	1,279,838	1,416,335
Non-current Assets				
Long-term investments (Notes 5 & 11)	442,039	-	442,039	643,933
Capital assets (Notes 2 & 4)	-	5,216,750	5,216,750	5,278,481
	$ 1,689,618	$ 5,249,009	$ 6,938,627	$ 7,338,749
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 185,448	$ -	$ 185,448	$ 153,638
Accounts payable and accrued liabilities (Note 6)	218,429	-	218,429	89,157
Unearned revenue (Notes 2 & 7)	369,591	-	369,591	516,031
	773,468	-	773,468	758,826
Net Assets				
Invested in capital assets	-	5,216,750	5,216,750	5,278,481
Externally restricted (Note 8)	-	32,259	32,259	222,522
Internally restricted (Note 9)	678,029	-	678,029	868,857
Unrestricted	238,121	-	238,121	210,063
	916,150	5,249,009	6,165,159	6,579,923
	$ 1,689,618	$ 5,249,009	$ 6,938,627	$ 7,338,749

See accompanying notes to the financial statements

APPROVED BY THE BOARD



	Operating Fund			Capital Fund		Totals	
	Budget (Note 10)	2006	2005	2006	2005	2006	2005
Revenues (Schedule 1)							
Advanced Education and Employment	$ 4,214,680	$ 4,327,369	$ 3,745,284	$ 90,076	$ 68,290	$ 4,417,445	$ 3,813,574
Federal Government	12,492	12,540	29,194	-	-	12,540	29,194
Other revenue	1,957,388	2,777,295	2,179,852	15,000	-	2,792,295	2,179,852
	6,184,560	7,117,204	5,954,330	105,076	68,290	7,222,280	6,022,620
Expenses (Schedule 2)							
Agency contracts	1,060,077	1,481,882	1,005,338	-	-	1,481,882	1,005,338
Amortization	-	-	-	428,746	402,718	428,746	402,718
Equipment	145,596	190,978	129,686	-	-	190,978	129,686
Facilities	273,521	279,637	243,034	-	-	279,637	243,034
Information technology	22,600	25,112	24,791	-	-	25,112	24,791
Operating (Schedule 3)	714,714	834,831	724,616	-	-	834,831	724,616
Personal services	4,058,316	4,395,858	3,728,874	-	-	4,395,858	3,728,874
	6,274,824	7,208,298	5,856,339	428,746	402,718	7,637,044	6,259,057
Excess (deficiency) of revenues over expenses	$ (90,264)	$ (91,094)	$ 97,991	$ (323,670)	$ (334,428)	$ (414,764)	$ (236,437)

See accompanying notes to the financial statements

PARKLAND Regional College

	2006						2006	2005
	Operating Fund			Capital Fund				
	Restricted Internally	Unrestricted	Total	Invested in Capital Assets	Restricted Externally	Total	Total	Total
Excess (deficiency) of revenues over expenses	$ -	$ (91,094)	$ (91,094)	$ (428,746)	$ 105,076	$ (323,670)	$ (414,764)	$ (236,437)
Net assets, beginning of year	868,857	210,063	1,078,920	5,278,481	222,522	5,501,003	6,579,923	6,816,360
Interfund transfers:								
Invested in capital assets	(69,308)	(2,368)	(71,676)	367,015	(295,339)	71,676	-	-
Externally imposed restrictions	-	-	-	-	-	-	-	-
Internally imposed restrictions	(121,520)	121,520	-	-	-	-	-	-
Net assets, end of year	$ 678,029	$ 238,121	$ 916,150	$ 5,216,750	$ 32,259	$ 5,249,009	$ 6,165,159	$ 6,579,923

Restricted details

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted (Note 8)				
Yorkton Facility	$ 176,171	$ -	$ 170,000	$ 6,171
Canora Facility	-	17,274	17,274	-
Esterhazy Facility	-	72,802	72,802	-
Technology Enhanced Learning capital purchases	14,947	15,000	10,078	19,869
Furniture and equipment purchases	31,404	-	25,185	6,219
	222,522	105,076	295,339	32,259
Internally Restricted (Note 9)				
Yorkton Facility	255,799	-	84,315	171,484
Esterhazy Facility	-	50,000	-	50,000
Technology purchases	311,350	-	34,993	276,357
Furniture and equipment	27,490	-	27,490	-
Employee sick leave/contingency	25,000	-	25,000	-
CEO professional development	20,420	-	10,232	10,188
Staff development/class plan	58,798	-	58,798	-
Future program development	160,000	-	-	160,000
Marketing/promotion - new initiatives	10,000	-	-	10,000
	868,857	50,000	240,828	678,029
	$ 1,091,379	$ 155,076	$ 536,167	$ 710,288

See accompanying notes to the financial statements.

PARKLAND Regional College

Statement of Cash Flows
for the year ended June 30, 2006

Statement 4

	2006	2005
Cash flows from operating activities		
Excess (deficiency) of revenues over expenses	$ (414,764)	$ (236,437)
Amortization of capital assets	428,746	402,718
	13,982	166,281
Change in non-cash working capital		
Increase in accounts receivable	(428,246)	(50,870)
Decrease (increase) in prepaid expenses	17,500	(23,239)
Increase in accrued salaries and benefits	31,810	48,207
Increase (decrease) in accounts payable and accrued liabilities	129,272	(76,594)
Decrease (increase) in unearned revenue	(146,440)	79,589
Cash (used in) provided by operating activities	(382,122)	143,374
Cash flows from investing activities		
Purchase of investments	(18,452)	(660,024)
Proceeds from sale of investments	-	642,926
Purchase of capital assets	(367,015)	(242,181)
Cash used in investing activities	(385,467)	(259,279)
Decrease in cash	(767,589)	(115,905)
Cash, beginning of year	1,188,393	1,304,298
Cash, end of year	$ 420,804	$ 1,188,393

See accompanying notes to the financial statements.

Notes to Financial Statements
for the year ended June 30, 2006

1 PURPOSE AND AUTHORITY

The Parkland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*.

The Board of the Parkland Regional College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2 SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund
The operating fund accounts for the College's program delivery service and administrative activities.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions to general operations are recognized as revenue of the operating fund in the year in that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund in the year they are received or receivable.

Unrestricted operating grants are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their estimated useful lives, and are reported as an expense in the capital fund as follows:

Leasehold improvements	5% to 20%
Buildings	5%
Office furnishings/equipment	10% to 20%
Computer hardware	33%

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3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2006	2005
Advanced Education and Employment	$ 178,954	$ 47,063
Government of Canada	54,266	33,881
Other	387,133	111,163
	$ 620,353	$ 192,107

4. CAPITAL ASSETS

	COST	ACCUMULATED AMORTIZATION	2006 NET BOOK VALUE	2005 NET BOOK VALUE
Land	$ 14,000	$ -	$ 14,000	$ 14,000
Leasehold improvements	175,078	137,976	37,102	26,071
Buildings	6,120,144	1,160,820	4,959,324	4,993,883
Office furnishings/ equipment	409,230	272,370	136,860	140,035
Computer hardware	900,626	831,162	69,464	104,492
	$7,619,078	$2,402,328	$5,216,750	$5,278,481

5 INVESTMENTS

The College has invested $662,385 (2005 - $643,933) in federal and provincial government strip bonds. These bonds mature in the year 2006 to 2008 and have an effective yield of 2.7 to 3.1%. The current market value of the bonds is $650,762 (2005 - $642,100). It is the intention of the Board to hold these bonds to maturity, therefore fluctuating market prices have not been reflected in the financial statements.

6. ACCOUNTS PAYABLE

Accounts payable are composed of the following:

	2006	2005
Advanced Education and Employment	$ -	$ -
Other	218,429	89,157
	$ 218,429	$ 89,157

7 UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2006	2005
Advanced Education and Employment	$ 308,874	$ 379,134
Student tuitions	18,675	19,012
Other	42,042	117,885
	$ 369,591	$ 516,031

(Continued on next page

8. EXTERNAL RESTRICTION ON NET ASSETS

Advanced Education and Employment has funded $32,259 (2005 - $222,522) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of Advanced Education and Employment.

9. INTERNAL RESTRICTION ON NET ASSETS

The Board of Directors of Parkland Regional College have placed internal restrictions on $678,029 (2005 - $868,857) of net assets to be used for purposes as indicated in Statement 3.

10. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 24, 2005. The Minister approved the budget on June 30, 2005.

11. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2006	2005
SaskTel	$ 65,035	$ 63,576
SaskPower and SaskEnergy	9,692	9,293
Saskatchewan Property Management	56,975	53,634

In addition, the College pays Provincial Sales Tax to the Saskatchewan Department of Finance on all taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

The College brokerages course programs from Saskatchewan Institute of Applied Science and Technology. The amount incurred during the year amounted to $273,981 (2005 - $293,972).

The College brokerages course programs from the University of Saskatchewan. The amount incurred during the year amounted to $137,100.(2005 - $142,912).

The College brokerages course programs from the University of Regina. The amount incurred during the year amounted to $93,471 (2005 - $98,716).

The College has invested $220,677 (2005 - $214,626) in Province of Saskatchewan strip bonds that mature on September 6, 2007 for $228,074.

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12. FINANCIAL INSTRUMENTS

(a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities and accrued salaries and benefits approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

(b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the Provincial and Federal government, therefore, credit risk is minimal.

13. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of two pension plans. Teachers and other employees requiring a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan. The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $125,796 (2005 - $124,516).

14. COMMITMENTS

a) Yorkton Regional High School

Upon relocation to the new College facility at Yorkton Regional High School in August, 2003, the College has negotiated a 10 year operating agreement with York School Division. The agreement specifies the cost-sharing of utility, insurance and maintenance costs, based on square footage occupied by the College. The agreement, effective September 1, 2003, is reviewed annually, and adjusted for increases / decreases in costs, square footage, and services provided.

b) Open Door Technology Inc.

Annual maintenance on Navision Software at approximately $1,774 including taxes.

15. LINE OF CREDIT AGREEMENT

The College is currently utilizing Nil (2005 - Nil) of an established line of credit up to $200,000 with the Royal Bank of Canada, Melville, Saskatchewan. Security for advances under the agreement consists of an assignment of grant proceeds due from Advanced Education and Employment.

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16. LEASE AGREEMENTS

The College is obligated under the following lease agreements.

a) Instructional Facilities
- Treaty # Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a year to year agreement. The agreement covers use of the facility and grounds with annual rental of $50,512. The agreement contains an option to renew at the end of the initial lease term.

b) Offices
- Administration office and classrooms located in the Melville Comprehensive School, Melville, Saskatchewan, under a ten year lease which expires August 15, 2008. Terms of the lease provide for annual rental of $50,000 plus applicable taxes.

- Branch office and classrooms, Canora, Saskatchewan, located in the Canora Town Office under a five year lease agreement which expires July 1, 2010. Terms of the lease provide for annual payment of $12,000 plus applicable taxes.

c) Equipment
- Danka Canada covering 6 photocopiers at various locations until March 21, 2008. Terms of the lease call for annual rental payments of $17,575 plus taxes.

d) Vehicle
- GMAC for a 2003 Chev Malibu. Terms of the lease call for 36 monthly payments of $508, expiring September 29, 2006.

(Continued on next page)

Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2006

Schedule 1

	2006								2006	2006 Budget (Note 10)	2005
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Advanced Education and Employment											
Operating grant	$ 1,817,304	$ -	$ -	$ -	$ -	$ -	$ 17,500	$ -	$ 1,834,804	$ 1,765,542	$ 1,758,710
Program payments	-	1,350,267	-	592,022	28,000	-	170,273	50,000	2,190,562	2,167,767	1,651,196
Other	-	-	-	-	52,533	-	-	-	52,533	176,950	210,461
	1,817,304	1,350,267	-	592,022	80,533	-	187,773	50,000	4,077,899	4,110,259	3,657,367
Other Provincial	175,116	-	10,645	-	63,709	-	-	-	249,470	104,421	87,917
	1,992,420	1,350,267	10,645	592,022	144,242	-	187,773	50,000	4,327,369	4,214,680	3,745,284
Federal Government											
Projects	-	-			12,540	-	-	-	12,540	12,492	29,194
Other Revenue											
Contracts	5	137,748	261,762	320,225	15,660		15,255	20,889	771,544	829,275	829,913
Interest	68,474								68,474	55,000	55,737
Rents	5,177		7,125	-	-		-	1,280	13,582	9,150	3,605
Resale items	4,335	156,193	37,245	120	1,435	4,991		350	204,669	29,500	123,250
Tuition	3,234	707,667	482,633		19,143	247,810	4,370	880	1,465,737	1,133,193	924,278
Other	14,462	99,091	4,196	1,680	20,371	1,993	46,426	66,070	254,289	100,970	32,969
	95,687	1,099,699	792,961	322,025	56,609	254,794	66,051	89,469	2,777,295	1,957,388	2,179,852
Total revenue	2,088,107	2,449,966	803,606	914,047	213,391	254,794	253,824	139,469	7,117,204	6,184,560	5,954,330
Total expenses (Schedule 2)	2,811,739	2,138,044	571,794	813,642	83,430	245,473	210,877	333,299	7,208,298	6,274,824	5,856,939
Excess (deficiency) of revenues over expenses	$ (723,632)	$ 311,922	$ 231,812	$ 100,405	$ 129,961	$ 9,321	$ 42,947	$ (193,830)	$ (91,094)	$ (90,264)	$ 97,391

See accompanying notes to the financial statements

Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2006

Schedule 2

	2006									2006	Budget (Note 10)	2005
	General	Skills Training		Basic Education		University	Services					
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel		Total	Total	Total
Agency contracts	$ -	$ 777,227	$ 437,356	$ 1,008	$ 720	$ 230,571	$ 35,000	$		$ 1,481,882	$ 1,060,077	$ 1,005,338
Equipment	92,745	96,694	1,539	-	-					190,978	145,596	129,686
Facilities	223,700	37,924	13,952	20			600	3,441		279,637	273,521	243,034
Information technology	22,932	2,000	180	-						25,112	22,600	24,791
Operating (Schedule 3)	354,928	292,659	56,599	42,469	17,784	14,906	12,839	42,648		834,831	714,714	724,618
Personal services	2,117,434	931,540	62,168	770,145	64,926	(3)	162,438	287,210		4,395,858	4,056,316	3,728,874
	$ 2,811,739	$ 2,138,044	$ 571,794	$ 813,642	$ 83,430	$ 245,473	$ 210,877	$ 333,299		$ 7,208,298	$ 6,274,824	$ 5,856,339
			$ 2,709,838		$ 897,072			$ 544,176				

See accompanying notes to the financial statements

PARKLAND Regional College

Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2006

	2006 Total	Budget (Note 10) Total	2005 Total
Advertising	$ 53,223	$ 61,300	$ 56,434
Association fees and dues	13,749	13,540	10,641
Bad debts	(2,289)	3,000	6,734
Financial services	11,634	6,300	8,474
In-service	41,504	59,586	41,446
Insurance	19,005	14,000	16,033
Materials and supplies	226,671	216,510	196,001
Postage, freight and courier	18,244	11,040	14,439
Printing and copying	12,257	20,450	18,918
Professional services	26,006	98,993	42,590
Resale items	211,847	29,300	125,181
Subscriptions	256	800	715
Telephone and fax	60,892	58,920	56,016
Travel	141,832	120,975	130,994
	$ 834,831	$ 714,714	$ 724,616

See accompanying notes to the financial statements.

PARKLAND
Regional College

Glossary of Terms

ACCC: Association of Canadian Community Colleges

ASRC: Association of Saskatchewan Regional Colleges

Casual Student: A participant taking courses, within a program group, that collectively total less than 30 hours. (Applies to Skills Training only.)

CEO: Chief Executive Officer

CISCO: CISCO Networking Academy

Completer: Any participant who has successfully completed course requirements or remained to the end of the program.

EAPD: Employability Assistance for People with Disabilities

Distinct Student: An individual participating, over an identified period of time, in one or more program groups offered by the College.

ESL: English as a Second Language

FASD: Fetal Alchohol Spectrum Disorder

FLE: Full Load Equivalent - The total participant hours divided by the accepted full load equivalent factor for a program group.

FTE: Full Time Equivalent.

Full-Time Student: Students who are taking courses (within the Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true).
Exceptions:
(a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
(b) for university courses: a minimum of 216 hours (6 courses x 36 hours) of scheduled class time (total course session hours) within the academic year.

GED: General Educational Development

Graduates: Any participant who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

ISchool: A centralized bank of on-line classes at the 10,20 and 30 level.

LCD: Liquid Crystal Display

LINC: Language Instruction for Newcomers to Canada

OCSM: One Client Service Model (Student Information System database)

Opportunities: One enrollment in any course or program

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-time Student: Students who are taking courses (within a program group) that collectively require less than 18 hours of scheduled class time per week (but more than 30 hours in total) for a minimum duration period of less than 12 weeks.
Exceptions: University courses: less than 216 hours of scheduled class time (total course sessions hours) within the academic year.

Program Delivery Centre: An established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

Program Group: A combination of SIS 'Program Area', Program Type or Program Category identified for the specific purpose of reporting student enrollments.
Program Groups for reporting to Advanced Education & Employment are:

- Skills Training - Institute Credit (SIAST)
- Skills Training - Institute Credit (Other Suppliers)
- Skills Training - Apprenticeship & Trade
- Skills Training - Industry Credit
- Skills Training - Non-Credit (Includes Industry Non-Credit, Community/Individual Non-Credit, and Personal Interest Non-Credit)
- Basic Education - Credit Adult 12
- Basic Education - Credit Adult 10
- Basic Education - Credit Academic GED
- Basic Education - Non-Credit Employability/Life Skills
- Basic Education - Non-Credit English Language Training
- Basic Education - Non-Credit General Academic Studies
- Basic Education - Non-Credit Literacy
- University

PTA: Provincial Training Allowance

RPL: Recognition of Prior Learning

SCN: Saskatchewan Communications Network

SGEU: Saskatchewan Government and General Employees Union

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

STEC: Saskatchewan Tourism Education Council

Student Enrollment: Student(s) enrolled in program(s) or course(s) that are part of a specific **Program Group**.

PARKLAND
Regional College

A Campus Near You

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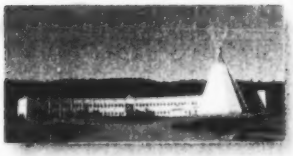

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